DOCUMENT RESUME

ED 304 891 FL 017 848

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TITLE International Area Studies and Cooperative Education at Drexel University.
PUB DATE 8 Mar 88
NOTE 19p.; In: Proceedings of the Seventh Annual Eastern Michigan University Conference on Languages for Business and the Professions (see FL 017 839).
PUB TYPE Reports - Descriptive (141) -- Speeches/Conference Papers (150)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS *Area Studies; *Business Administration Education; *College Second Language Programs; Cooperative Education; Higher Education; Interdisciplinary Approach; International Studies; International Trade; *Internship Programs; Language Proficiency; Languages for Special Purposes; Majors (Students); Program Descriptions; *Program Design; School Business Relationship; *Study Abroad; Undergraduate Study
IDENTIFIERS *Drexel University PA

ABSTRACT

Drexel University's undergraduate major in International Area Studies is described. The program has an interdisciplinary curriculum including required coursework in the departments of foreign languages, history and politics, sociology and anthropology, and business administration. All languages offered start with beginner level courses and progress to business and professional usage courses that include semi-independent study. In the university's tradition, a mandatory cooperative education component is included in the program. Students choose either a five-year program including 18 months of internship, usually in three six-month assignments, or a four-year program with 6 months of internship. Most students choose the longer program and spend the last internship period abroad. The cooperative arrangements with employers are undertaken in a variety of ways. In addition, some employers with long-term relationships with the institution are encouraged to establish new positions using the unique skills of these students. Similarly, overseas internship positions are made available to this program and to other Drexel programs. Both reciprocal exchange and direct placements are used, and both have been found to be useful approaches. Student selection is complex, and participants have pre-departure and re-entry orientations. Appended materials include the program's catalog description, a description of the language certification process, and a sample internship proposal. (MSE)

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ED304891

In proceedings of the Seventh Annual Eastern Michigan University Conference on Languages for Business and the Professions.

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INTERNATIONAL AREA STUDIES AND COOPERATIVE EDUCATION AT DREXEL UNIVERSITY

by Jody Tao

March 8, 1988

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In 1985, Drexel University introduced International Area Studies as an undergraduate major in its College of Humanities and Social Sciences. IAS was conceived as an interdisciplinary curriculum, including required coursework from the departments of foreign languages, history and politics, sociology and anthropology and business administration. Students elect one or more foreign languages from French, Spanish, German, Italian, Chinese, Japanese and Russian. In addition to the language, each student's program includes appropriate studies in geography, history, politics and economics of the associated world region, i.e. Europe, Latin America or Asia. The course is rounded out with a group of business administration courses including International Marketing, International Trade and Finance, etc. (Appendix #1).

All languages offered start with beginner level courses and progress to Business and Professional usage. These upper level courses are in a self-instructional format whereby students work independently with tapes and meet twice weekly with native speakers. In these small classes, students have discussions entirely in the target language of newpaper articles, current events and business news. Emphasis is on development of business and professional vocabulary and oral proficiency. A Certificate of Proficiency is offered in each foreign language to students who have taken at least one upper division course. Testing for the certificate is conducted by outside examiners and includes standardized tests as well. Details of the certificate requirements are included in appendix #2.

To put the IAS curriculum in the context of Drexel University is to also include a mandatory cooperative education requirement. Since 1919, Drexel has been fundamentally organized around the idea of cooperative education, and now operates the nation's second largest program, annually placing over five thousand students with more than two thousand employers, primarily in the Philadelphia area. The introduction of the IAS curriculum brought with it the need to utilize and expand this already extensive network of employers. The academic portion of the major is designed to prepare students for careers in the Foreign Service, with international agencies and with multinational business concerns. Through cooperative education students are able to build skills which will also help qualify them for these types of careers. IAS students at Drexel may elect either a five year program which

includes eighteen months of co-op, usually in three six-month assignments, or a four year program which includes one six-month coop assignment. The great majority of students are in the five year program. It is expected that many of these students will spend their first two coop periods in the U.S., and then go abroad for the final assignment. Although Drexel's existing job bank included many positions which offered opportunities to develop relevant skills, we have undertaken to develop more jobs, both domestic and international, which would be more specifically related to students' foreign language or international interests.

This project was undertaken with a variety of approaches. In some cases employers were encouraged to take advantage of IAS students' skills by making changes in job responsibilities. For example, the world headquarters of the Catholic Library Association had maintained a Drexel co-op position in which the incumbent managed several data bases, and did some techincal writing and desktop publishing. Usually a computer science or communications major had been selected for the position. However, as some of the publications to be included in the data base were in foreign languages, knowledge of a foreign language was considered an asset, and IAS students were encouraged to apply. Soon the Catholic Library Association was utilizing the IAS students for international marketing projects, as they began a campaign to increase their membership in Europe and Latin America. Our students were helpful in composing correspondence in Spanish and Italian to prospective members while at the same time were gaining useful computer and library skills.

Other longtime Drexel co-op employers with international interests have been encouraged to consider establishing new positions which will help them take advantage of IAS students' unique set of skills. The neighboring University of Pennsylvania is one of the largest employers of Drexel co-op students from a great variety of disciplines from computer science to interior design. Our IAS curriculum opened opportunities in a completely different area - Wharton school's U.S.-Japan Management Studies Center. A position as Assistant to the Director of this office was a natural for IAS majors with a Japanese concentration and to date six of these students have taken advantage of this opportunity. In this position, students develop basic office management skills, and are to some extent exposed to current scholarly

research on U.S-Japan business relations. In addition they have the cultural experience of working for a Japanese director, and opportunities to practice their Japanese and to meet the many Japanese businessmen who visit the Center for consultations or conferences.

Other successful developments in this category include expansion of positions at the Greater Philadelphia Chamber of Commerce from one to eight, including one in the international trade division. Even those in other departments, such as marketing or communications are considered relevant, as they increase students' overall awareness of the business community in the Philadelphia area and thus establish a frame of reference to which students may apply their studies of international economics.

To further develop more specifically relevant coop opportunities, a brochure was developed by the IAS department head summarizing the background and skills of the IAS students. (Appendix 3) This was mailed out to several hundred employers in the Philadelphia area with international businesses with a cover letter from the University President encouraging these organizations to consider the advantages of employing these students.

International co-op development was quite another matter, as we had no job bank to start with. Initially, it was hoped that multinational corporations would be willing to hire our co-op students domestically for one or both of the first two co-op periods and then assign them abroad for the final period. We quickly learned that the U.S. company has little or (usually) no say in personnel decisions at this level in international divisions. Further, these large corporations have little or no willingness to deal with the complicated logistics of negotiating job descriptions and arranging work permits for entry-level personnel. Most importantly, the multinationals generally find it politically undesirable to send American students to overseas locations for entry level positions which the local community feels should be available to local residents. Although there were a few lukewarm exceptions to the above attitude, it was clear that most positions abroad would have to be arranged through other means.

From the outset, it was established that the international co-op development would not be limited to positions for IAS students. Since international co-operative education experiences can be beneficial to students in any discipline, we have attempted to develop positions in a

variety of fields in countries of greatest student interest, including English-speaking countries. There are advantages to this policy for the university as a whole as well as for the International Area Studies program. First, by making international co-op available to students throughout the six colleges of the university, we have more to offer all Drexel students, and become a more attractive choice for prospective students. Secondly, all development, even that in disciplines and in countries which do not directly relate to the International Area Studies curriculum, expands our network and reputation. Sometimes seemingly unrelated contacts can eventually lead to a good position somewhere for an IAS student.

For instance, a large international marketing research firm headquartered in London with branch offices in twenty-eight other countries has become interested in employing Drexel co-op students as research assistants. Since we always have a great number of marketing majors eager to co-op in London, it is easy to keep the London office supplied with students from the business college whereas we will only occasionally have an IAS student in a given language with a specific interest in marketing research. By maintaining an on-going relationship with the parent company, we are better able to interest the Madrid or Munich office in an occasional placement.

Basically, we have utilized two approaches to international job development - reciprocal exchange agreements and direct placements with employers abroad. Each approach has pros and cons and each has been successful for Drexel. Our present plans call for continuation of development of both types of placements.

The reciprocal exchange approach is ideal in many ways. Philosophically, it recognizes the need for foreign national students to train in the U.S. and is responsive to this need. The international trainees brought to the U.S. through this type of program bring an added international dimension to our campus and are an excellent resource for Drexel students who will be going abroad in the future as well as those who may not have the opportunity to co-op abroad during their undergraduate years. From a more practical standpoint, the reciprocal exchange model puts the details of the placement into the hands of a local institution which is very familiar with the potential employers as well as all the peripheral considerations such as housing

and transportation. Since each institution has relations with a number of employers, there are increased possibilities of matching the student's background and interests fairly closely. Probably the most important advantage of these arrangements is the availability of a local support person for students on program. These persons can provide support to the student's cultural adjustment, mediate any misunderstandings with employers and provide help with locating routine or emergency services. Finally, through this type of exchange it is easiest to secure government permission for students to be employed.

There are not really any drawbacks to this model, but it must be recognized that it can be quite expensive and time-consuming to place and support the incoming students and therefore a serious institutional commitment is required to maintain a quality program.

It is necessary to establish a J-1 trainee program with the USIA in order to bring the exchangees into the U.S. And of course it is essential that excellent communication exist between program coordinators of each institution and that student qualifications and position descriptions meet clearly defined standards. Personal meetings and visits to each other's institutions are strongly recommended for establishment of agreements and communications. Although follow-up visits on an annual or bi-annual basis are desirable, they may not be strictly necessary if a good basis of communication has been established.

Placing students directly with employers eliminates the need to place incoming students, but invites other concerns such as providing support services and arranging work permits. In many cases we have found the means to solve these problems and than have been able to approach companies with assurances that they will not have to deal with those types of complications. The next step is to establish credibility and rapport directly with hiring managers. Since we were not a local institution that local business might feel some obligation to support, it was essential to convince the companies that our students could be relied upon to provide quality work that was worth the compensation that we asked for. It is helpful to find a niche where a particular skill is in demand in a particular country. By concentrating in broad areas such as accounting and market research in this development we can assure employers of a steady supply of qualified student applicants. By developing these direct placements, we can make international placements available to more Drexel students without having to stretch our resources for placing international students in the U.S. Helpful resources for direct job development have been our alumni abroad, the

Council for International Educational Exchange, and the U.S.-Japan Management Studies Center of the Wharton School of the University of Pennsylvania.

Clearly the most challenging country in which to develop the international co-op program has been Japan. We feel that there are good possibilities for developing positions directly with Japanese companies, but that because of the extreme differences in culture, it is essential for students to have reliable support services. Accordingly, we have asked Japanese companies to provide a comprehensive package of support services, including company housing, to our co-op students. We are hopeful that this approach will be possible in Japan because of the generally holistic attitude towards employees' welfare which exists in Japanese companies. After initial exploratory visits to five companies in Tokyo last fall we are optimistic about beginning a program there in the near future. Our proposal to these companies, in English and Japanese is included in appendix #4.

The selection of participating students is also essential to the overall quality of the program. Although our selection process is fairly complex, the principles behind it are simple: to select students who are most likely to have a successful and rewarding experience while serving as good representatives of Drexel University and of the United States. Good candidates are bright, motivated and industrious. They are good communicators who have a positive regard for others, good peer relationships and a healthy sense of humor. They are mature and comfortable with adults. They are responsible and resourceful. Our international co-op application (appendix #5) is designed to assess these characteristics for each applicant.

Normally, all interviewing is conducted by the international co-op coordinator. The student's written application and recommendations are reviewed before the interview, and areas of interest or concern are probed during the interview. Interview results along with some or all of the written application are then relayed to employer or program coordinator at cooperating institution. It is a delicate situation, as one must at the same time represent the interests of the student, helping him put his best foot forward without deceiving the employer as to any deficiencies noted during the interview or overstating the student's qualifications. A trusting relationship with both students and employers/institutions is essential. Final placements are then

confirmed, either directly with employers or with cooperating institutions.

All international co-op students are required to participate in pre-departure and re-entry orientation programs. We are indebted to the orientation staff of Youth for Understanding International Student Exchange for several outstanding sessions which have been adapted for our purposes. Sessions from YFU publications *Planning and Conducting Pre-departure Orientations* and *Planning and Conducting Re-entry Orientations* are used to help prepare students to anticipate and cope with culture shock and the adjustment cycle. *Meet the Critic,* originally developed by Charles Vetters for the State Department includes exercises to help students develop techniques to cope with tough questions about the U.S. which they may encounter abroad. Returnees from previous terms are always invited to share their experiences. *Going International* films are also included in our orientations. *Bridging the Culture Gap* and *Managing the Overseas Assignment* are part of pre-departure programs; *Welcome Home, Stranger* is used at re-entry.

At the re-entry orientation, students evaluate the overall international co-op experience by completing a comprehensive questionnaire (appendix #6). Through these evaluations, we learn which aspects of the program are working well from the students' point of view, and which have room for improvement. Through this evaluation, students have come up with many excellent suggestions which have since been implemented in our program. The evaluations also confirm that our goals are being met. Students report that their jobs are good, almost always better than their previous co-ops in the U.S., and that the experience of living and working abroad as undergraduates is of substantial significance to their lives. Some report loving every moment, and experiencing almost no adjustment difficulties; others report significant struggles with homesickness and other aspects of culture shock. All the students report that to some degree their perspective on the world and on the U.S. has changed; but it is worth noting that the one consistent factor among students returning from all counties, from various positions in many different disciplines is that all give the highest possible rating to their improvement in self-knowledge. We are pleased that this is the most consistently observed benefit to students, for we feel that as one stands on the threshold of adulthood, a good knowlege of oneself is one of the

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most valuable assets possible.

Our program is young; it is still relatively small. Our plans for the future include expansion in Europe and Australia, and development in Japan and Latin America. We also plan to track participants for several years to assess the effect of this experience on their career paths. We look forward to providing exceptional international co-operative education experiences to many Drexel University students far into the future. And we look forward to continuing to provide a variety of opportunities, domestic and international, which will help prepare our International Area Studies majors for careers in a world of increasing global interdependence.

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International Area Studies

Majors in international area studies select a major world area in which they wish to concentrate, and designate a language appropriate to that area. A student specializing in Europe can choose French, German, Italian, or Russian, while the Far Eastern concentration requires the study of Chinese or Japanese; the Latin American area, Spanish. Beyond the basic University and college requirements, students take courses from four concentrations: language, patterns of civilization, the historical and political framework, and the economic and business dimension.

The international area studies major is designed for students interested in a career in the international arena or those interested in going on to professional or graduate school. The interdisciplinary curriculum combines a comprehensive liberal arts education with the skills and knowledge needed for international employment in both the public and private sectors. It emphasizes a broad background in the political history, culture, and social conditions of world regions, advanced work in area languages, and in-depth study of international economics and businesses.

Freshman Year

First Term	17 credits
N501 Calculus I	4
or	
N540 Introduction to Analysis I	4
R101 Composition	5
Language sequence (R700s)	4
Philosophy (R500 or R503)	5
S207 The 20th-Century World	5
U201/301 Physical Education (men/women)	0

Second Term	18 credits
N502 Calculus II	4
or	
N541 Introduction to Analysis II	4
R102 Reading and Research	5
Language sequence (R700s)	4
S208 The 20th-Century World	5
B417 Principles of Economics I	4
U202/302 Physical Education (men/women)	0

Third Term	17 credits
N602 Computer Programming	5
or	
N611 Computer Programming	5
or	
N616 Fundamental COBOL Programming	5
R105 Techniques of Analysis and Evaluation	5
Language sequence (R700s)	4
B418 Economics II	4
Geographical area course	5
U203/303 Physical Education (men/women)	0

Sophomore Year 30–32 credits

Laboratory science I (N215, N405, N711)	4
Laboratory science II (N216, N406, N712)	4
Language sequence (R700s)	8
R122 Masterworks of Western Literature III	5
R124 Masterworks of Non-Western Literature II	5
or	
R125 Selected Topics in World Literature	5
S630 Quantitative Analysis in History and Politics	5
or	
S930 Introduction to Research Methods	5
S643 International Politics	4
S740 General Psychology I	5

Pre-junior Year 34–36 credits

Language sequence (R700s)	6-7
S676 Politics of Developing Nations	5
R278 Writing for Business	3
S421 Introduction to Music	5
B435 International Business	5
or	
B438 Economic Development	4
S934 Introduction to Anthropology	5
Culture and Values I	5
B434 International Trade and Finance	4
International Law	5
Free elective	5

Junior Year 33 credits

S672 Comparative Government	5
History-politics elective	5
Music or art elective (J161, J162, or S427)	5
S920 Introduction to Sociology	4
Psychology, sociology, or anthropology elective (S752, S921, or S935)	5
Business Ethics	5
Political Risk Analysis	5
S675 Economic Geography	5
International marketing or international economics sequence (B715, B733 or B440 and B419 or B420)	8

Senior Year 32 credits

Culture and Values II	2
R201 Theory and Models of Communication	5
Patterns of civilization electives	12
History-politics electives	6
Literature or philosophy elective	5
Communications elective	5
Free elective	5

Minor in International Area Studies

The area studies minor provides, for students in other disciplines, training and skills suitable for professional employment in the international sector. The minor requires 24 credit hours, 12 of which must be in a designated geographical area of focus, and study through term IV of an appropriate foreign language. S675 Economic Geography, S881 Culture and Values, B434 International Trade and Finance, and either B435 International Business or B733 International Marketing are also required.

DEPARTMENT OF HUMANITIES AND COMMUNICATIONS

CERTIFICATION OF PROFICIENCY

Purpose:

Formal certification of proficiency recognizes exceptional ability and performance in the target language. It enhances the possibilities for positions with multinational corporations, for careers that involve frequent contact with foreign nationals, and for positions that require living and working in the country or countries in which the target language is spoken.

Description:

With the exception of students in Chinese and Japanese, students who have completed foreign language study at Level VII or above, or the equivalent of such study, may elect to take a series of special examinations leading to a Certification of Proficiency in that language. Students in Chinese and Japanese may elect to take the necessary exminations on completion of Level V. Whenever possible, testing will include the standard ETS Achievement Test, on which the student must score at the 680 level or above; an extended oral interview using the Foreign Service Institute or ACTFL format; an examination designed to evaluate listening comprehension of the language as it is used in formal communication (i.e. news broadcasts, speeches, etc.) in the country or countries of origin; and examinations in reading comprehension and written communication at the advanced level.

Testing is administered by outside examiners, under the auspices of the College of Humanities and Social Sciences and the Department of Humanities and Communications.

Certification is issued by the University and entered on the student's official college transcript.

Any student of the University who has been enrolled for at least one term of foreign language study at Drexel at Level VII or above, or at Level V or above in Chinese and Japanese, is eligible to take the Proficiency examinations. Certification will be issued only in those foreign languages offered in the University curriculum.

Certification of Proficiency

Eligibility : Any regularly enrolled student of the University who has taken at least one term of the target language at Level VII or above in French, German, Italian, Russian or Spanish, or at Level V or above in Chinese or Japanese.

Level of difficulty : Certification examinations, which are exit-level examinations for the Advanced year of language study, are designed for students who are proficient enough to function independently over an extended period of time in a country where the target laguage is spoken.

Components of the examination :

1. **ETS Achievement Test** (for all languages except Chinese and Japanese, for which special Proficiency Tests have been developed). On the ETS Achievement Test, a minimum score of 680 is required. Successful completion of the Achievement Test, or its equivalent, qualifies students to take the other examinations required for Certification.

2. **An oral interview.** The interview will be conducted by a trained examiner and an assistant examiner, one of whom must be a native speaker and the other a non-native speaker who is proficient in the target language. The interview will follow Foreign Service Institute and/or ACTFL guidelines. This interview is an extended form of the proficiency component of the Self-Instructional examinations at the Advanced levels of language study at Drexel University. Candidates for Proficiency Certification must receive a "2" or better on the oral interview.

3. **A listening comprehension test.** The student will listen to an extended portion of a news broadcast, radio or television interview or formal speech in the target language. Questions based on this selection will be in the target language; usually, answers are required to be in English.

4. **A reading comprehension test.** The student will read two passages, one literary and the other non-literary or technical, and will answer questions on these passages.

5. **A test in written communication.** Students will be required to write a presentation in the target language, usually based on an English text dealing with a subject about which students may be expected to have some general knowledge.

Grading: Students must pass three of the four advanced-level comprehension and communication examinations with a grade of 80 or above; they must test at the required level of the ETS Achievement Test (or its equivalent) and receive at least a "2" on the oral interview. The composite score for the Proficiency examinations is weighted 60/40 in favor of oral proficiency.

Certification: Certification of Proficiency in the target language is issued by the College of Humanities and Social Sciences and is entered on the student's official transcript. Students receive a Certificate of Proficiency at the advanced level of study, together with an evaluation of the level of performance on the examinations required for certification.

International Cooperative Education Assignment: For students seeking cooperative education assignment abroad, the Certification of Proficiency is indicative of a student's ability to function on a professional level in situations where the target language is the language of the workplace.

Native Speakers: Native speakers of the target language are eligible to enroll in Level VI(Business and Professional) and above. They may take the examinations leading to Certification of Proficiency in their native language after the completion of at least one course at the Advanced level of study, but only under conditions to be determined by the Dean of the College, the Head of the Department of Humanities and Communications, and the Coordinator of the Foreign Language Programs.

Testing Dates: The proficiency examinations are given at regular intervals, usually during each academic cycle and/or at least once a year.

Students are not required to take the examinations at the end of a term in which they are enrolled in formal course work but should certainly do so within one term of the completion of their foreign language study.

Testing is adminstered by the Department of Humanities and Communications under the supervision of the Coordinator of Foreign Language Programs.

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Drexel University

Center for
Cooperative Education
(215) 895-2185

安田信託銀行 株式会社 御中

PROPOSAL: INTERNSHIPS FOR DREXEL UNIVERSITY STUDENTS AT YASUDA BANK AND TRUST COMPANY

Qualifications of students. Students will bring to companies useful skills and work experience in accounting, finance, marketing, technical writing, computer programming, and other fields. Student applicants for the international cooperative education program are subject to a rigorous selection process. Selected candidates will have excellent academic records and will have performed successfully at one or two previous co-op assignments. Students are also screened for personal characteristics predictive of success in intercultural living and receive appropriate orientation before departure. International Area Studies majors will have achieved Certification of Proficiency in the Japanese language. A description of this proficiency level is attached. Students majoring in business and administration, computer science and other fields may have studied Japanese to a lesser degree or not at all. For these students, prospective employers may specify the degree of Japanese proficiency required. Most co-op students are undergraduates. A small number of MBA students may be available.

Decision dates. Resumes of selected students will be sent to participating companies four to six months before beginning of proposed internship. We ask the company to make a decision on each student's candidacy no less than three months before the beginning of proposed internship. Students must accept or decline a position within one week of offer.

Visas and Work permits. The realization of a proposed internship will depend on the arrangement of an appropriate visa and work permit by the company.

Compensation. We propose that students be paid salaries comparable to Japanese nationals doing similar work and that the employer also provide accomodations in company dormitories, daily meals and a commuter pass. Students will be responsible for their own international transportation costs.

Japanese nationals at Drexel University. There is a small number of Japanese national students earning degrees at Drexel University. They may complete their cooperative education requirements either in the U.S. or in Japan. Interested employers are invited to submit requests for Japanese national co-op students.

Further information on International Cooperative Education at Drexel University contact:

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Coordinator, International Cooperative Education
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Philadelphia, PA 19104 USA

telephone: 215-895-2192
FAX: 215-895-1414

Drexel University and Cooperative Education. Drexel University in Philadelphia, Pennsylvania operates one of the oldest and the second largest cooperative education program in the United States. Under this program Drexel students typically spend eighteen months in full time pre-professional employment related to their fields of study during their five undergraduate years. Every year over four thousand students complete cooperative education assignments in the fields of Business and Administration, Engineering, Science, Information Studies, Humanities and Design Arts.

In 1986, as a part of a university-wide internationalization of all its programs and curricula, Drexel University instituted an International Cooperative Education program. Through this program, Drexel students have successfully completed more than twenty internships in Europe, Latin America, Israel and Australia with such companies as IBM, Siemens, Morgan Stanley, Deloitte, Haskins and Sells, Esso Chemicals, ICI, DuPont, and others. We now invite a small number of companies in Japan to participate in Drexel's International Cooperative Education program by offering internships to one or more Drexel students beginning in 1988 or 1989.

Purpose of proposed internship program. International Cooperative Education enhances the education of our students by providing unique opportunities for personal and professional growth through living and working abroad. For those students majoring in Japanese language and Area Studies, the program will clearly provide the best possible opportunity to improve language skills, experience the Japanese culture, and increase students' knowledge of Japanese business practices. In this age of ever-increasing global interdependence, international cooperative education provides opportunities for increased understanding between Japanese companies and future American leaders of business and industry. Through the international cooperative education program, companies may identify outstanding students who may be considered for permanent employment, either in Japan or in the United States, upon graduation.

Dates and length of internships. Students are available to begin internships in January, April, July and October for periods of six to twelve months. Twelve month internships can be most conveniently arranged if they begin in April.

逆に、Drexel 大学で学位を取得したい方が、いらっしゃいましたら、歓迎、致します。種々のプログラムがございます。

なお、更に深く、私共の趣旨を御理解頂く為に、私、自ら、10月9日から10月12日迄の予定で、訪日、致します。その折に、お目にかかれる事を楽しみにしておりますので、何卒、宜しく、お願い申し上げます。

敬具
ジョディ・タオ

拝啓　時下、益々、御清祥の段、お慶び申し上げます。

突然のお便り、お許し下さい。私共、Drexel 大学では、学生に、日本での、勤務実習の機会を与えてゆくつもりです。その場を、御社に、提供して頂ければ、と思いまして、お手紙、差し上げました。日本語で要点のみ、説明させて頂きますが、英文の方も御一読、願えましたら、幸いです。

Drexel 大学は、ペンシルバニア州 フィラデルフィア市にあり、実社会に密着した、伝統的な、勤務実習プログラムは、全米、第2の規模を誇ります。大学は5年制で 内18ヶ月間は、専門分野に関係のある、職場で働きます。大学の国際化に伴って、1986年には、この勤務実習の場を海外にも求める事とし、既に ヨーロッパ、南米、イスラエル、オーストラリアにおいて、IBM、Siemens, Morgan Stanley 等の会社の御協力により、実施して参りました。日本語や日本研究を専攻する学生にとって、格好の実習場所となるはずの、日本企業各社に、1988年か1989年を目標に、今度は是非とも、お受け入れをお願い致します。